DOCUMENT RESUME

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ABSTRACT

The final evaluation of a three-year project in an Indiana elementary school, funded by Title III of the Elementary Secondary Education Act, is reported in this document. Project READS (Reading Excellence Achieved through Differentiated Staffing), expected to continue after cessation of federal funding, seeks to improve both developmental reading instruction in grades four through six and remedial reading instruction with disabled--not retarded--readers by using a special staff (two teacher aides, one paraprofessional, and one project teacher) who work with two reading teachers, three interns, and various student teachers. Included in this document are the final report by the head reading teacher for the project with tables of test results for pupils in basic reading, vocabulary, and comprehension groups of the three grades and a discussion of the results of work with target children. Also provided are an outline of the differentiated staffing organization and duties, a copy of the project explanation handout for visitors, and copies of news releases concerning the project. (Copies of news releases may reproduce poorly). (JM)

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ED 094368

The Lebanon Project of Educational Excellence

CS 001 275

LEBANON COMMUNITY SCHOOL CORPORATION

Robert D. McFrye
Superintendent

Office of the Principal
Perry-Worth Elementary School
Rural Route 2
Lebanon, IN 46052

Leslie L. Ray
Assistant Superintendent

BEST COPY AVAILABLE

July 15, 1973

END OF PROJECT REPORT

TO: Donald Treibic, Director
Division of Innovative and Exemplary Education
State Department of Education, Room 401, State House
Indianapolis, Indiana 46204

FROM: Jerry L. Bohannon, Director--Project READS
Perry-Worth School, Lebanon, IN R. #2 46052

SUBJECT: End of Project Report

A. Final Quarterly Expenditure Report
This document is attached.

B. Expenditure Report for Three Years
This document is attached.

C. Dissemination Report

Included in this packet are copies of materials that have been generated by Project READS. Various dated newspaper articles are included, also included are the pamphlets "Differentiated Staffing Model" and "Project-READ" which were given to visitors to the school during the last three years.

Due to the fact that the Perry-Worth program was new and different, there were many visitors to the school. Over a three year period there were more than 1300 visitors coming through the school. Each visitor was given a copy of each pamphlet. Each visitor was taken through the school on a guided tour at which time Project READS was explained.

During the second year of the Project a filmstrip-tape presentation was made and two copies forwarded to the state office. This presentation was shown to different groups, as they came through the building.

Another filmstrip presentation entitled "A Pocketful of Change" was made. This filmstrip presented and explained the operation of a differentiated staff. This filmstrip was shown to many of the visitors to Perry-Worth.

The Principal and various staff members had several speaking

engagements before school boards, teachers meetings and principals meetings at which time we discussed the Perry-Worth Program in detail. These meetings generally took place at sites in central Indiana.

D. Success and Failure of Dissemination Report

The dissemination program for the project was very successful. Information resulting from visits, pamphlets and filmstrips, tape presentation was distributed to many different school districts. Information about the Perry-Worth programs was requested by fifteen school districts. One request came from as far away as California. More information could have been submitted to the local media, however, care must be taken not to saturate this source with too much information about one topic. It must be said that the local media was very good about publishing material submitted.

E. Have Other School Corporations Made Any Plans for Adoption of Project Components?

We have already been pointed out, several requests were made by different school groups for information, but I have no knowledge of any School Corporation using any of the ideas generated from Project READS.

F. How Would it be Possible to Disseminate Project Information to Other Corporations?

The most effective way would be by a mail-out of a newsletter type of instrument to school districts within 75 miles of the target school. It also is possible to make information available by the methods used here at Perry-Worth. We designed a pamphlet which explained the Project READS and the concept of Differentiated Staffing. These pamphlets were sent to those people who requested information and these people who came as visitors to the building.
A television presentation would also give wide spread coverage to a project.

G. Evaluation Report

Dr. Silvers of Butler University who has served the project from the beginning as consultant and evaluator has prepared a report which is attached.

H. School Plans after Phaseout of Federal Funds:

The program will continue next year just as it has for the last three years. The Corporation has assumed the financial responsibility for both personnel and materials. Mrs. Neumark, who has been Project Teacher since its beginning, has moved to Texas, but we have replaced her with Mrs. Sally King, who has a Masters Degree from Butler University with Reading as her special area. She has already been on the job several days and will be ready to start in the fall.

I. Barriers encountered in Implementation of Project

There were three problems that developed at the beginning of the program that made implementation of the project difficult. First, materials that were necessary to carry out the program and which were ordered immediately upon notification of the acceptance of the Project were very slow in arriving. A second problem and maybe the most difficult to work with was that in addition to implementing Project READS, there was another major program beginning at the same time. We were starting an open space program with a differentiated staff, which took a great deal of time. Thirdly, we were starting with an inexperienced teacher, who did quite well, but had a lot to learn when it came to working with children and other adults. Even with all these problems the program did get off to a reasonable good start.

J. Advisory Council.

The advisory council was formed from parents, members of the community and teachers. The committee members really served as a group to take information about the project into the community. They served us very well in this way according to the reports that came back to us. As we discussed the phasing out of the program and whether we would be able to continue, they were strong with their recommendation that we continue the program at local cost if at all possible.

K. Number of Students, Teachers and Parents Directly Involved in the Project

Each year on the average the following number of people were involved in the project.

(a)	Students	280
(b)	Teachers	3
(c)	Interns	18

(d)	Student Teachers	24
(e)	Advisory Council	8
(f)	Parents	

We had conferences each year with parents who have children in the school. Attendance at these conferences averages from 80% to 95% of our parents.

L. Handicapped Participation

This project did not deal with the handicapped.

M. Non-Public School Participation.

There was no non-public school participation in this project.

N. Suggestions for Improvement of ESEA Title III Consultative Assistance to Projects

Our experience has been that the Title III office has been very helpful when we had a problem. At different times, people from the Title III office have come to Perry-Worth to help Mrs. Neumark with specific problems she has had during the life of the project.

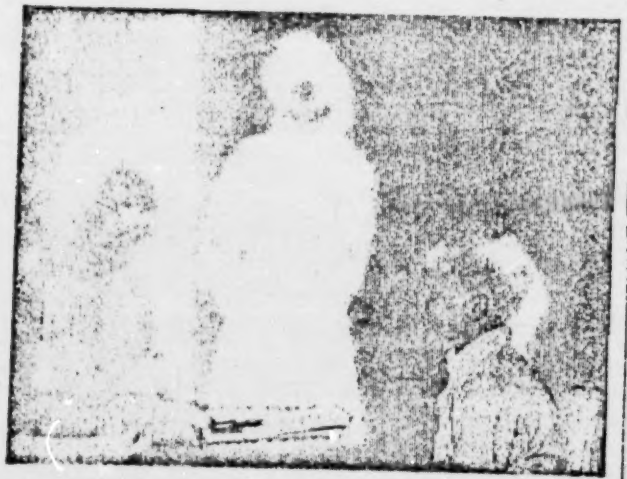
O. Equipment Inventory

This document attached.

Special Reading Testing Begins Financed By $30,000 US Grant

Sept 1970

An exciting innovation at Perry-Worth Elementary School is being funded under ESEA Title III of the Elementary-Secondary Education Act for a reading project. ESEA TITLE III implements the project READS (Reading Excellence Achieved through Differentiated Staffing). The government is funding the Lebanon Community School Corporation $30,000 effective June, 1970 through June, 1971. Perry-Worth has been selected as the model school for this proposal because the physical structure and layout of the school permits greater freedom and lends itself to the project.



READING AID—Individual testing of Perry-Worth students is underway at the Lebanon CSD. Shown above are paraprofessional Mrs. Ardis Tucker testing Chuck Tobin as Mrs. Janice Neumark, teacher, looks on.

What does Project READS mean to the Community of Lebanon and Perry-Worth families in particular? Briefly, it means that one reading teacher, two para-professionals, and two teacher aids will be devoting the entire school year to the improvement of reading skills in grades four, five, and six. After group and individual testing, those children who are not reading on a level with their intellectual ability or capacity will have their particular reading problems studied and diagnosed, will receive regular reading instruction, and will be evaluated frequently and systematically.

Robert McFrye, assistant superintendent of the Lebanon Community School Corporation, is Director of Project READS. Dr. Stuart Silver, of Butler University is the Project Evaluator. Mrs. Janice Neumark is head reading teacher for Project READS.

In the past, there has been too high a ratio of learners to adults in reading instruction, McFrye explains. Essentially reading had to be taught on a large group basis. Project READS decreased the adult-learner ratio by increasing the number of adults available to help a given number of students. Reading instruction will then be on an individual and small group basis under the ESEA Title III Project.

Use of non-certified staff members to carry out detailed activities and exercises frees the professional staff for diagnosing problems, prescribing solutions, conducting in-service training, and helping the individual student with any severe reading handicaps.

Project READS Continues At Perry-Worth With Federal Grant

Superintendent of Schools, Gordon Ruff, has announced that the office of the Superintendent of Public Instruction has approved the Corporations ESEA-III Project for the second year. The project, entitled Project reads, was funded for $21,000 and is in operation at Perry-Worth School again this year.

Project READS (Reading Excellence Achieved through Differentiated Staffing) was founded on the supposition that the proverbial ounce of prevention is still worth the pound of cure. To attack the potential causes of reading deficiencies before they manifest themselves is to better insure the chances for the development of good reading skills and to minimize the need for remediation. It was to test this hypothesis that Project READS was developed.

Instruction is being provided all target students based on the differentiated staffing team concept of organization, to eliminate the inherent disadvantages of the self-contained classroom. The project staff will comprise a subteam within the grade 4-6 differentiated staffing team, to specialize in reading instruction on an individualized basis. Team members employed to provide instruction consist of one reading teacher, two paraprofessionals, an intern, and a teacher's aide. The children served by the project are being continuously diagnosed and evaluated by the team members and prescriptive instruction provided on an individual and small group basis.

Principal Jerry Bohannon and reading teacher Janice Neumark are enthusiastic about the improved reading area this year as well as the availability of more and better tests. Mrs. Newmark mentions in particular a test that is quite valid in measuring visual and auditory disabilities in perception.

At present, Mrs. Newmark and her team are in the process of testing each fourth, fifth, and sixth grader on an individual basis.

Reading teacher Mrs. Janice Neumark tests Perry-Worth pupil Chuck Cooper.

Perry-Worth Granted Federal Funds For Reading Project

Lebanon School Superintendent Gordon V. Ruff today announced receipt of a grant of Federal funds by the school corporation, in the amount of $20,000. The notification was contained in a letter from State Superintendent of Public Instruction, Richard D. Wells, covering the corporation's project application submitted in May.

The funding is under Title III of the Elementary and Secondary Education Act of 1965. That title pertains to instructional projects in the area of Innovative and Exemplary Education. Limited funds are appropriated by Congress for such projects, for authorization by the States to school corporations who submit promising project proposals which meet the strict qualifications. This is the first such project approved for the Lebanon Schools or for any school in Boone County.

The Lebanon project will operate at Perry-Worth Elementary School, beginning with the coming school year. It is entitled Project READS (Reading Excellence Achieved through Differentiated Staffing). A Reading staff team will be formed to improve Reading instruction for Grades 4-5-6 pupils on an individualized and small group basis. The team members selected and assigned will be highly qualified in the teaching of Reading, and committed to the differentiated staffing form of organization. Project funds will provide also several items of instructional equipment, and many learning materials for use by the pupils.

Ruff noted that the public is always welcome to visit the schools in operation. He expressed the hope many citizens would want to visit Perry-Worth during the coming school year.

THE LEBANON REPORTER, Saturday, June 27, 1970
Also released to: Radio Station WNON-FM, Lebanon,
The Indianapolis Star & News

Reading Level Program Started At Perry-Worth

Sunday [illegible]
STAR STATE REPORT

Lebanon, Ind. — The Perry-Worth Elementary School here is participating in a federally financed program this year to improve reading levels of pupils in grades four, five and six.

Robert McFrye, director of the program, said one reading teacher, two para-professionals and two teacher aides will concentrate on diagnosing and give instructions to correct youngsters not reading on a level with their intellectual ability.

The program is being financed by a $30,000 grant to the Lebanon Community School Corporation for June, 1970, to June, 1971.

Perry-Worth Granted Federal Funds For Reading Project

Lebanon School Superintendent Gordon V. Ruff today announced receipt of a grant of Federal funds by the school corporation, in the amount of $30,000. The notification was contained in a letter from State Superintendent of Public Instruction, Richard D. Wells, covering the corporation's project application submitted in May.

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THE LEBANON REPORTER, Saturday, June 27, 1970
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LEBANON COMMUNITY SCHOOL CORPORATION

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Robert D. McFrye
Superintendent

Leslie L. Roy
Assistant Superintendent

The Lebanon Project of Educational Excellence

Report of Janice Neumark--Project Teacher June 1973

Project READS is a reading program that seeks to improve reading instruction for the 300 children in grades 4-5-6 at Perry-Worth Elementary School. The goal of Project READS is to improve reading by the use of differentiated staffing.

Included in the Project staff are 2 teacher aides, 1 paraprofessional, and 1 Project Teacher. This staff words with the remaining 2 reading teachers, 3 interns, and various student teachers.

Project READS operates on a dual system. First, the Project Staff works with the 2 classroom reading teachers. One teacher aide is assigned to each reading teacher. This aide helps the teacher by performing clerical duties as well as supervising learning activities. With the aides help, the reading classroom teacher is able to subdivide her reading class into smaller groups and has more time to meet the individual needs of her pupils.

Secondly, the Project READS teacher and the paraprofessional works with a group of Project learners. These children, for the most part, are disabled readers, not retarded ones. The target or Project learners are those children who are reading at least one year below their reading expectations. There were 87 Project learners this year. The Project learners were identified through a battery of screening tests.

In each grade, the Project learners are subdivided into 3 distinct groups: those that need to work on all reading skills, those that need to improve their vocabulary and word recognition skills, and those who need to improve their comprehension skills. Each group of children comes to the Project teacher for special skills instruction for one half hour each day. The remaining hour of their reading instruction is spent with a classroom reading teacher.

This year, in the fourth and sixth grades, the Project teacher worked with only students in group 1--those who need to work on all reading skills. These pupils worked only with the Project teacher in reading and the Project teacher was responsible for their total reading program. The purpose of this deviation was to see if special attention such as this could cause the students' reading levels to accelerate.

All pupils in grades 4-5-6 are given a Gates-McGinitie Reading Achievement Test in September and in April. Those children who are reading at grade level and below are also given an Informal Reading Inventory.

The children labeled as Project learners are also given the Bond, Balow, Hoyt

Silent Reading Diagnostic Test and the McKee's Phonitec Inventory. In addition the Mills Learning Test, Dalch Vocabulary Test and the ITPA are given to those children who indicate a need for such tests.

A written evaluation of the Project learners needs and work is done at the beginning and end of each school year.

Table 1, Table 2 and Table 3 are lists of the Gates McGinitie Reading Achievement Scores given to the Target group in September and April.

Progress should be measured against an 0.8 month gain.

4th Grade

	Test Form	Sept S&A	Voc	Comp	Test Form	April S&A	Voc	Comp
BASIC READING GROUP								
McPeak, D.	D1M	2.6/2.3	3.5	2.4	D2M	2.4/2/7	3.3	2.4
Seymour, J.	D2M	2.1/2.4	3.2	3.4	D1M	2.2/2.7	4.4	3.7
VOCABULARY GROUP								
Arnold, L.	D2M	2.4/2.5	2.8	2.4	D1M	3.8/4.3	4.0	3.4
Gordon, K.	D2M	2.4/2.4	2.3	2.3	D1M	3.5/3.5	3.7	2.2
Hussong, B.	D1M	2.4/2.7	3.3	2.6	D2M	3.2/3.5	4.7	4.5
Redman, L.	D2M	3.5/2.3	2.8	2.3	D1M	12./3.8	4.0	2.1
Robertson, M.	D1M	2.6/3.2	3.3	2.3	D2M	3.2/3.8	3.7	3.2
Sheets, J.	D1M	2.2/2.4	2.9	--	D2M	2.6/2.9	5.1	2.9
Sloan, G.	D2M	3.5/2.4	2.5	3.2	D1M	3.2/3.5	4.0	3.0
Spitznogle, B.	D1M	2.4/2.7	3.6	3.1	D2M	2.9/3.5	3.3	3.1
Paul, P.	D2M	4.6/2.4	2.9	2.5	D1M	3.2/2.7	3.2	3.0
Bennington, T.					D1M	3.2/3.2	3.3	3.9
COMPREHENSION GROUP								
Fench, L.	D2M	2.9/3.5	4.1	3.5	D1M	4.6/5.1	4.7	4.6
Hackett, S.	D1M	2.6/2.9	3.7	3.2	D2M	4.6/5.1	4.1	4.5
Hammack, C.	D1M	2.4/2.3	3.5	2.2	D2M	3.2/3.5	3.3	4.6
Herr, D.	D1M	2.2/2.5	3.7	3.1	D2M	3.5/3.8	4.8	3.8
Hays, J.	D1M	5.8/5.5	4.5	3.2	D2M	4.3/4.5	5.6	8.7
Hightower, M.	D2M	2.2/2.4	4.0	3.7	D1M	3.2/3.8	4.8	5.3
Lisby, B.					D1M	4.9/4.3	4.1	4.0
Mills, G.	D1M	4.6/4.3	4.4	4.2	D2M	3.2/3.8	4.7	6.5
Quellhorst, J.	D2M	2.2/2.4	4.5	2.9	D1M	4.6/5.1	5.3	4.7
Rutledge, T.	D2M	3.5/3.5	3.3	3.2	D1M	4.6/4.5	5.1	4.0
Sayers, S.					D1M	12./3.8	4.2	3.1
Smith, R.	D2M	3.2/3.8	3.7	3.5	D1M	3.2/3.8	5.1	3.8
Studle, T.	D2M	3.5/3.5	3.3	3.2	D1M	5.8/5.5	3.7	3.9
Oakes, T.	D1M	2.9/3.2	2.5	2.5	D2M	5.8/4.1	7.0	4.1

5th Grade

	Test Form	Sept S&A	Voc	Comp	Test Form	April S&A	Voc	Comp
BASIC READING GROUP								
Clark, G.	D1M	2.6/2.3	2.6	2.6	D2M	2.9/2.7	3.5	3.2
Flannery, J.	D1M	7.3/4.1	3.1	2.4				
Ferch, K.	D2M	2.6/2.3	2.6	2.5	D1M	3.8/3.2	3.7	2.3
Lee, A.	D1M	4.6/2.3	3.6	2.4	D2M	6.3/2.5	3.3	2.6
Paul, M.	D2M	4.0/2.1	2.9	2.5	D1M	3.5/3.2	3.7	2.6
Strode, J.	D3M	12./3.5	2.1	2.6	D2M	2.6/2.5	4.2	4.1
Vestal, M.	D2M	4.3/2.3	2.5	2.2				
VOCABULARY GROUP								
Albreicht, B.	D2M	12./2.9	3.9	2.6	D1M	12./3.8	4.5	2.9
Badillo, M.	D1M	3.8/4.3	4.4	3.7	D2M	4.6/5.1	4.4	4.8
Barrickman, V.	D3M	5.8/4.1	4.7	3.9	D1M	5.8/5.1	5.0	3.9
Brower, P.	D1M	3.2/3.8	3.7	2.9	D2M	3.5/3.8	4.8	3.0
Casteel, D.	D1M	2.6/2.5	3.3	2.3	D2M	5.8/5.1	5.0	4.0
Hardin, H.	D1M	3.8/3.8	4.1	3.1	D2M	5.8/4.8	4.4	3.4
Maines, B.	D2M	3.2/3.5	4.4	4.5	D1M	4.0/4.5	5.8	3.9
Prescott, R.	D2M	9.7/4.1	4.1	2.3	D1M	8.8/3.5	5.1	2.9
Tren, L.					D1M	3.5/2.9	4.0	3.1
COMPREHENSION GROUP								
Cooper, J.	D1M	4.3/4.8	4.7	4.1	D2M	6.3/7.1	5.1	3.3
Dean, R.	D2M	4.6/4.8	5.6	5.2	D1M	6.3/6.5	6.6	4.9
Denton, B.	D1M	12./6.5	3.7	2.3	D2M	12./9.6	5.6	5.6
Eck, R.	D2M	3.5/4.1	3.9	4.2	D1M	4.9/5.1	6.3	4.8
Edens, R.	D2M	3.8/4.1	5.0	3.3	D1M	4.9/5.5	5.1	4.2
George, T.	D1M	5.8/4.1	5.6	3.8	D2M	7.3/5.9	5.8	3.0
Hamblen, D.	D1M	8.8/4.8	4.5	2.7	D2M	8.0/9.0	5.1	3.5
Hammack, M.	D2M	3.2/3.8	4.7	4.9	D1M	4.6/5.1	6.0	4.9
Hancock, J.	D2M	6.8/2.9	3.6	3.5	D1M	8.8/5.9	7.0	4.0
Howard, L.	D1M	4.0/4.5	5.0	4.5	D2M	5.8/5.1	4.7	5.5
Lane, R.	D2M	3.2/3.8	4.8	4.7	D1M	4.6/5.1	7.0	9.9
Schrock, B.	D1M	5.3/4.8	5.1	4.8	D2M	12./7.8	7.3	4.6
Glendenning, T.	D2M	5.8/4.1	4.7	2.5	D1M	5.8/6.5	7.0	5.3
Moss, C.	D1M	5.3/5.1	4.2	3.8	D2M	7.3/6.5	4.5	2.4
Lasley, R.	D1M	10.8/7.8	4.1	3.3	D2M	12./9.6	4.4	4.7
Roark, J.					D1M	12./4.1	5.0	4.9

6th Grade

	Test Form	Sept S&A	Voc	Comp	Test Form	April S&A	Voc	Comp
BASIC READING GROUP								
Ferch, T.	D2M	5.8/2.7	3.1	2.7	D1M	12/4.3	3.3	2.4
DeLashmit, R.	D1M	3.0/2.4	2.4	2.9	D2M	2.9/2.4	2.6	3.0
VOCABULARY GROUP								
Allen, B.	D1M	7.3/5.1	3.3	3.3	D2M	5.8/4.1	4.2	4.4
Burnell, R.	D2M	9.7/2.3	4.1	2.5	D1M	3.2/3.8	6.6	2.7
Edens, T.	D2M	7.3/3.5	4.0	3.7	D1M	4.0/4.5	4.8	6.2
McPeak, P.	D2M	12/7.1	4.1	5.6	D1M	5.3/5.5	4.7	7.2
Merrill, T.	D2M	5.8/4.1	4.7	4.6	D1M	4.3/4.8	4.1	4.4
Reger, C.	D2M	4.3/3.8	3.9	3.7	D1M	4.0/4.5	4.2	4.2
Rose, G.	D2M	4.3/4.8	5.1	5.5	D1M	3.8/4.3	5.8	8.1
Smith, K.	D2M	4.3/4.5	5.3	5.5				
Stahl, S.	D2M	4.0/4.1	3.9	3.9	D1M	4.0/4.3	4.7	4.6
Tobin, C.	D2M	2.9/3.5	3.1	2.9	D1M	4.6/4.8	4.5	4.8
Rose, T.	D1M	3.8/4.1	3.9	4.5	D2M	3.8/4.3	4.1	5.2
COMPREHENSION GROUP								
Baldwin, R.	D2M	7.3/7.8	7.0	7.6	D1M	6.8/7.8	7.3	9.3
Caylor, T.	D2M	3.5/3.8	5.0	3.3	D1M	4.6/5.1	4.8	6.8
Clark, A.	D2M	5.8/6.5	5.3	5.0	D1M	4.6/4.5	6.3	8.1
Heidenbeich, J.	D2M	12/3.2	5.0	4.4	D1M	4.3/4.5	5.1	2.6
Kelley, V.	D2M	12/5.1	3.5	3.7	D1M	6.3/5.5	7.0	5.6
McCoy, C.	D2M	4.0/4.5	5.0	4.6	D1M	4.0/4.5	7.0	4.9
Petty, M.	D2M	12./7.8	5.6	4.5	D1M	5.3/5.9	7.3	6.0
Stevens, M.	D2M	10./6.5	6.0	6.8	D1M	12./6.5	5.8	3.7
Ware, J.	D2M	7.3/5.5	5.8	4.6	D1M	4.9/5.1	8.4	6.8
Colgrove, K.	D2M	12./12.	6.3	6.8	D1M	12./9.6	6.3	4.9
Cooper, C.	D2M	6.8/7.1	6.6	3.5	D1M	4.6/5.1	4.8	3.8
Cummins, B.	D2M	8.8/5.5	6.3	3.5	D1M	5.8/5.9	7.0	5.5
Fajfer, L.	D2M	5.3/5.5	6.6	6.0	D1M	6.8/7.8	7.0	6.2
Stapleton, R.					D1M	4.0/4.5	6.3	6.8

Results of work of Target children.

Grade 4.

During the 4th grading period, the Project teacher worked with two fourth grade pupils for an hour and a half each day. On the Gates-McGinitie Reading Achievement Test, one pupil gained 1.2 year in vocabulary and 0.5 year in comprehension. The other pupil showed no gain on the Gates test. Both pupils showed gaines in actual reading level. Both children progressed from second grade, second month reading level in September to fourth grade reading level in May.

Also during the fourth grade period, the Project teacher worked with 12 children on word recognition techniques for one half hour each day. Of these 12, two children entered the group late in the school year.. Two others were the two previously mentioned in the other paragraph. The 8 remaining children made a gain in vocabulary of 1.13 year. This should be compared to 0.8 year of work and the 1.0 year gain showed of the total fourth grade group at Perry-Worth School.

The comprehension group consisted of 14 children. These children met with the Project teacher one half hour each day. Of the fourteen pupils, one child moved away, one child entered the program the second semester and one child entered the program in the fall, but moved away for most of the school year, then re-entered the program in April. The remaining eleven children scored 1.68 gain in comprehension after 8 months work. This can be compared to the 1.35 year gain made by all the fourth grade pupils at the school.

Grade 5.

During the fifth grading period, the Project teacher worked with seven pupils who are reading very far below grade level. This group consisted of both retarded and disabled readers. Of the seven children, two children moved away in the course of the program. The remaining five children gained 9.2 year in vocabulary and 0.4 year in comprehension over an 0.8 year period. This can be compared to 0.7 gain in vocabulary and an 0.8 year gain in comprehension made by the entire fifth grade.

Also during the fifth grade period, the Project teacher worked with ten pupils on word recognition, skills for an half-hour each day during the first semester only. Of these ten pupils, only eight were in the program for its entirity. These eight pupils made 0.93 year gain in vocabulary over an 0.8 year period. This score may be compared to the 0.7 year gain made by the total fifth grade class.

The comprehension group consisted of sixteen pupils. These pupils worked with the Project teacher one half hour each day during the first semester only. Of the sixteen pupils, one child began the program in the course of the year. The remaining fifteen pupils gained 0.93 years in comprehension. Of the fifteen children, three children scored significantly lower than their

capabilities. Excluding these children, the remaining twelve children made a 1.4 year gain. This can be compared to the 0.8 year time element and the 0.8 gain made by the total fifth grade class in comprehension.

Grade 6

During the sixth grade period, the Project teacher worked with 2 boys for an hour and a half every day. During this time, the Project teacher was responsible for the children's entire reading program. Of the two pupils, one child left at semester break and was replaced by a substitute child. The remaining child who was in the program for the full 8 months made no significant gain in reading ability on the Gates-McGinitie Reading Achievement test; however; he did progress from a 3-1 reader to a 4th grade basal over the course of the year.

Also during the sixth grade period the Project teacher met with eleven pupil who worked on word recognition and vocabulary skills. Of the eleven children, only eight were in the program for its entirity. These eight children made an 0.81 gain in vocabulary skills. This can be compared to the 0.95 gain made by the entire sixth grade over 8 months of work.

The comprehension group met for one half hour each day. This group consisted of fourteen children. Only thirteen children were in the program for its entirity. These children made an 0.86 gain in comprehension. Of the thirteen children, 3 pupils scored significantly below their actual levels. Without their scores, the remaining ten pupils scored 1. 67 years in comprehension. This can be compared to the 1.5 gain made by the total sixth grade population over an eight month perios.

Conclusion.

The following conclusions can be gained from studying the target group test results.

1. Extra help in reading is more effective with younger children. In both the fourth and fifth grades, the gain made by the children in the target group was more than made by the total 4th and 5th grade populations. However, both the sixth grade vocabulary and comprehension groups scored below the gain made by the entire 6th grade population. (Even the 6th grade group made at least 8 months progress), also it should be noted that that the fourth grade vocabulary and comprehension groups made higher gains than any 5th or 6th grade target groups or total population 5th or 6th group. Moreover, the 2 fourth grade pupils who received 1½ of work each day made much more significant progress then their 6th grade counterparts.

2. The individual help of a teacher on a two to one basis for an hour and a half period overcame reading disabilities in

the fourth grade.

3. Gains made by all the children of the three year period of the Project, generally were higher the third year of the program. This may be do to the greater experience and expertise on the part of Project personal.

4. Children who have low reading levels usually gain first in vocabulary level. Comprehension improvement follows when a certain level of vocabulary acheivement is reached.

LEBANON COMMUNITY SCHOOL CORPORATION
404 North Meridian Street
Lebanon, Indiana 46052

DIFFERENTIATED STAFFING MODEL

The professional staff of the Lebanon Community School Corporation feels a critical need for schools to develop new staffing patterns differentiated functional roles and operating styles along the lines that other facets of our society have found so essential and beneficial. There is a need to develop new interests knowledge and competence. There is a need to devise effective patterns for the educational system to accommodate positions that vary in responsibility authority and time required.

Differentiated Staffing means different things to different people. In the Lebanon Community School Corporation it is defined as follows:

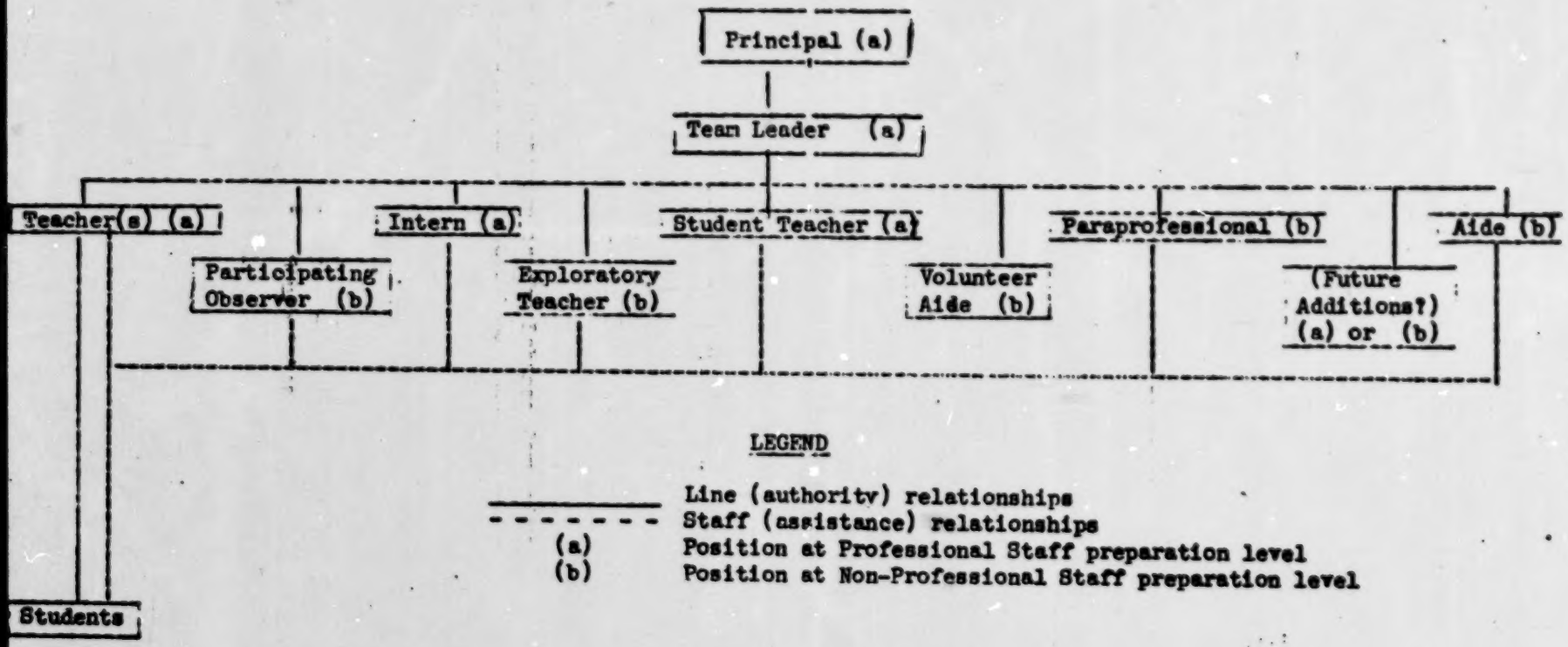
"A personnel design and system of organization to use more effectively and efficienty the available human and material resources through a better definition of job tasks and functions and a differentiation of role status competencies and reward."

For a program to be differentiated, the following criteria must be present:

Same dollar resources must be differentiated
The reward system must be differentiated
Roles to be performed must be differentiated
Trainer and trainee roles must be differentiated
Professional and nonprofessional roles must be differentiated
Subject matter and methodological competencies must be differentiated

The Differentiated Staffing Model in operation in the Lebanon Community School Corporation calls for five positions on a professional ladder and five nonprofessional positions.

	LEVELS	
Professional	1	Principal
	2	Team Leader
	3	Teacher
	4	Intern
	5	Student Teacher
Other Staff Members	6	Paraprofessional
	7	Teacher Aide
	8	Participating Observer
	9	Exploratory Teacher
	10	Volunteer Community Aides



LEGEND

———	Line (authority) relationships
- - - - - - -	Staff (assistance) relationships
(a)	Position at Professional Staff preparation level
(b)	Position at Non-Professional Staff preparation level

DIFFERENTIATED STAFFING TEAM MODEL
LEBANON COMMUNITY SCHOOL CORPORATION
LEBANON, INDIANA 46052

January, 1972

The advantages of the differentiated staffing design used in the Lebanon Community School Corporation are as follows:

1. It provides more adult models and better staff ratio patterns per given group of pupils.

2. It maximizes utilization of professional staff resources through increased use of nonprofessional services.

3. It provides, within the existing salary structure, a systematic opportunity for differentiated reward for team members based on the assumption of differing tasks and responsibilities.

4. It provides a personnel design more appropriate to individual staff development and improvement.

5. It provides an organizational pattern which facilitates the personalization of instruction, thru providing more human resources.

The criteria for assignment to a team organized for differentiated staffing are:

1. Willingness to be so assigned.

2. Divergent yet complementary subject matter competencies.

3. Divergent yet complementary methodological competencies.

4. Compatibility with other team members.

5. Team balance in matters of training and experience.

The differentiated staffing design of the Lebanon Community School Corporation is established to facilitate the attainment of the educational goals set by the Corporation. The purpose of each position on the team is to provide the most desirable approach in implementing a program of personalized instruction. The role of each staff member has been specifically defined in terms of responsibilities, competencies, and performance. The following are requirements and duties of each Differentiated Staffing Team Member as defined for the Lebanon Community School Corporation:

FULL STAFF

Certain roles are defined as applicable to each instructional staff member regardless of position on the staff. These responsibilities will be termed "Full Staff", and are to:

1. Attend meetings as his position demands.

2. Provide the appropriate environment so that learning can be enjoyable and profitable.

3. Communicate with children on a personal basis, with special emphasis upon listening to them.

4. Promote positive inter-personal and community relations.

5. Participate in evaluation of self and programs as appropriate to staff position.

6. Function effectively as a contributing Differentiated Staffing Team member.

7. Make personal growth efforts.

8. Demonstrate and promote a respect for people and property.

9. Support and help implement school policy.

10. Assist students in whatever way possible.

11. Write behavorial objectives and prescriptive packages.

12. Assume responsibility for physical environment.

BUILDING ADMINISTRATORS

Requirements:

The appropriate administrative certificate valid for the period of employment--Assignment by Superintendent to the position.

In addition to the items listed for Full Staff, the administrators shall:

1. Assume and demonstrate accountability for the instructional program and all personnel, students and materials.

2. Organize and conduct meetings as appropriate to the improvement of the instructional program.

3. Exercise over-all supervision of extra-curricular activities.

4. Assist in development of School Board policy statements.

5. Work with assigned staff members in development of most appropriate learning climate for the building.

6. Observe and be aware of staff and student needs.

7. Participate in conferences with parents, school personnel and students.

8. Participate in curriculum development and classroom instruction.

9. Exercise a leadership role in building school-home and school-community communications.

10. Obtain and share information concerning instructional media and procedures.

11. Complete required reports, evaluations and summaries.

12. Assume leadership responsibility for developing staffing patterns and for recruiting personnel to fulfill staffing needs.

13. Assume leadership in matters concerning finance.

14. Develop and administer in-service training projects and experiences as appropriate for each staff member.

TEAM LEADER

Requirements:

Possesses the Masters Degree in Education with at least two years teaching experience, with the provision that this requirement may be waived upon recommendation of the administrative staff involved in the selection.

Exhibit qualities of leadership as determined by interview and/or observation and references.

Demonstrate a knowledge of latest and successful techniques of operating the learning environment as determined by interview and/or observation and references.

Be cooperative in working with other personnel as determined by interview and/or observation and references.

Demonstrate outstanding capabilities in applying instructional strategies as determined by interview and/or observation and references.

In addition to the items listed under Full Staff, the Team Leader may be required to:

1. Perform the duties of classroom teacher.

2. Assist administrators in the selection and placement of personnel.

3. Investigate and initiate curriculum innovations and procure appropriate materials.

4. Demonstrate or arrange demonstrations of lessons and/or innovations in curriculum areas.

5. Be responsible for organizational planning involving specialists and instructional services.

6. Develop, individualize, and coordinate the Intern and Student Teacher programs.

7. Coordinate the work of the Team.

8. Provide for staff mobility within the Team and between Teams by taking members' places or finding replacements for them.

9. Diagnose specific learning (cognitive and affective) needs and suggest appropriate personnel, materials and techniques for a particular student.

10. Plan cooperatively with other leaders.

11. Assist new team members by clarifying roles and by introducing them to the curriculum materials and equipment they will use.

12. Work with team members to plan and implement daily and longer range scheduling.

13. Plan and initiate in-service workshops and provide professional materials for team members in cooperation with the administration.

14. Assist teachers and other staff with any problems.

15. Observe all areas of instruction and assist in evaluation of pupil, teacher and program.

TEACHER

Requirements:

Currently valid teaching certificate for the position (including art, music, physical education teachers and others).

In addition to the items listed under Full Staff, the Teacher may be required to:

1. Provide learning environments in curricular areas.

2. Participate in organizational planning and personalization of programs, including methods of presentation, types of grouping and use of materials and personnel.

3. Individualize and personalize programs and instruction for children.

4. Participate in immediate and long-range curriculum planning through such means as committees and projects.

5. Evaluate academic, emotional, social, and physical development of students and of self.

6. Report to parents concerning progress and behavior, including personal contact, written reports, conferences and home visits.

7. Make referrals to specialists, such as remedial reading and special education.

8. Use innovative teaching techniques to improve instruction.

9. Complete required reports.

10. Diagnose specific learning (cognitive and affective) needs and suggest appropriate personnel, materials and techniques for a particular student.

11. Utilize community resources through field trips and other means.

12. Supervise other assigned personnel such as Student Teacher, Intern, Paraprofessional or Aide where applicable.

13. Provide personal contact and experiences with learners which promote a positive self-concept through educator-learner or learner-learner relationships.

14. Attend all in-service meetings.

15. Effectively accomplish duties assigned for the accountability of learners.

INTERNS

Requirements:

Interns shall be personnel beyond the level of student teacher and be working toward a teaching certificate, or an advanced degree in education, or converting their present licensing to another level.

Interns shall also meet academic and/or experimental requirements agreed to by the university they are enrolled with and the Lebanon Community School Corp.

In addition to the items listed under Full Staff, the Interns shall:

1. Plan with professional staff for instructional programs.

2. Assist professional staff in all areas of classroom activity.

3. Participate in program and pupil evaluation.

4. Assume responsibility for classroom and/or students under the direction of the Team Leader.

5. Assume other general supervisory duties.

6. Plan projects and help learners carry them out.

7. Work with small groups of learners.

8. Work with large groups of learners.

9. Assume full classroom responsibility as increasing competency is noted by supervisors.

10. Attend full team meetings, staff meetings and all appropriate in-service activities and programs.

11. Represent the school corporation to the university and the university to the school corporation.

12. Write behavioral objectives and prescriptive packages.

STUDENT TEACHER

Requirements:

Determined by the participating institution and subject to the approval of the local school administration.

In addition to the items listed under Full Staff, the Student Teacher shall:

1. Assume responsibility of classroom or students under the direction of the Team Leader or Classroom Teacher as increasing competency is noted.

2. Assume general supervisory duties.

3. Plan projects under the direction of the supervising teacher and help children carry them out.

4. Work with small groups while teacher works with larger groups.

5. Represent both the school corporation to the university and the university to the school corporation.

6. Plan with teachers in developing educational programs.

7. Assist the teacher in all areas of classroom activity.

8. Observe programs at levels other than those to which assigned.

9. Assist in the extra curricular program.

10. Become familiar with teaching materials and how they are used.

11. Make evaluations of students with and under the direction of the supervising instructor.

12. Become aware of duties of various school corporation personnel.

PARAPROFESSIONAL

Requirements:

At least two years of college
A desire to work with children
A willingness to work as a team member and in a differentiated role status
Be cooperative in working with other team members
Have had some experience working with groups of children such as club, scout, work, Sunday School class or some similar experience.

In addition to the items listed under Full Staff, the Paraprofessional may be required to:

1. Collect lunch, milk, trip and project money.
2. Score standardized and teacher-prepared objective tests.
3. Prepare records of pupil profiles and scattergrams, etc.
4. Correct student work, noting and reporting deficiencies as the Paraprofessional has been assessed to have such competency.
5. Construct bulletin boards under supervision.
6. Keep records as directed, such as books students have read and special interests, or others.
7. Proofread, type and duplicate class and school newspapers and other publications.
8. Supervise playgrounds during recess, lunch, arrival and departure times.
9. Supervise individuals and groups as directed.
10. Supervise lunchrooms and snack-time activities.
11. Supervise the classroom when the Teacher has to leave when the Paraprofessional has been assessed to have such competency.
12. Help the professional staff who visit for instruction in such curriculum areas as music, art, health, physical education and remedial reading.
13. Supervise special classroom work areas such as painting, workbench and others.
14. Supervise and help with general group and individual projects.

15. Arrange inviting and creative centers for learning and experimentation in the classroom, such as science, recreational reading areas, discovery areas, investigative areas, hobby centers and creative writing areas.

16. Work with learners to keep current event bulletin boards up to date and appropriate.

17. Supervise groups engaged in special projects such as painting murals, constructing projects, researching a special project, and interviewing community people.

18. Assist a small, temporary group or individual in any of the instructional areas when assessed to have such competency.

19. Assist children with compositions and other writing with spelling, punctuation, grammar, new and different words that can be used and other appropriate help.

20. Assist children in the proper use and safety of tools and audio-visual equipment.

21. Read to individual learners and to small or large groups.

22. Utilizes a special talent, interest or hobby as related to his assignment.

23. Help with the preparation and presentation of special programs, plays, concerts and others.

24. Accompany team members and groups of children on field trips.

TEACHER AIDE

Requirements:

A high school education
A desire to work with children
Be cooperative in working with other team members, needs of team to determine duties.

In addition to the items listed under Full Staff, the Aides may be required to:

1. Collect lunch, milk, charity drive, trip and project money.

2. Distribute and collect supplementary books and materials.

3. Collect and display pictures, models, objects and exhibits.

4. Type and reproduce instructional materials prepared by team members.

5. Prepare notices to be taken home.

6. Score standardized and objective teacher-prepared tests.

7. Correct student work, noting and reporting deficiencies when assessed to have such competency.

8. Order, secure, and return films and other audio-visual materials.

9. Take attendance and complete absence and illness reports.

10. Procure materials, supplies and equipment.

11. Locate price and product information for books, materials and supplies.

12. Send for free and inexpensive materials as directed.

13. Obtain special materials for science, art, mathematics and other curriculum areas as directed.

14. Check for excuses for tardiness or absence brought by learners.

15. Construct bulletin boards under supervision.

16. Transcribe, type and reproduce stories and poems that learners have dictated.

17. Inventory classroom or school stock as directed, such as books, textbooks, reference books, maps, globes, dictionaries, audio-visual equipment and programs and athletic gear.

18. Help with various clerical duties in the materials center or office.

19. Check trip permissionships.

20. Record height, weight and other health information.

21. Type teacher reports and correspondence to parents.

22. Address envelopes for mailing school notices.

23. Help with housekeeping duties in the classroom.

24. Supervise bus arrivals and departures.

25. Supervise playgrounds during recess, lunch, arrival and departure times.

26. Supervise lunchrooms and snack-time activities.

27. Supervise individuals and groups as directed.

28. Assist in arranging and supervising indoor activities when learners cannot go outside because of inclement weather.

29. Help the professional staff who visit for instruction in music, art, health, physical education, remedial reading and other curriculum areas.

30. Assist with shop and home economics activities.

31. Prepare instructional materials as directed such as flannel board materials, cutouts, master copies, multiple copies, science and mathematics manipulative and sensory materials, social studies displays and bulletin boards.

32. Monitor individuals and small or large groups of learners in any of the instructional areas.

33. Assist children in the proper use and safety of tools and audio-visual equipment.

34. Utilizes special talent, interest or hobby in performing duties.

35. Help with the preparation of special programs, plays, concerts and other presentations.

36. Accompany team members and learners on field trips.

PARTICIPATING OBSERVER

Requirements:

Defined by the participating institution and subject to the approval of the local school administration. Be assigned to a team for one or two days per week for a term prior to student teaching.

Does such portions of student teacher and paraprofessional task assignments as demonstrated and increasing level of competence indicates.
Works under the supervision of the Teacher or Teachers to assist pupils individually or in small groups.

EXPLORATORY TEACHER

The sponsor teacher shall be required to tour all buildings at least twice a year and certainly before being assigned such sponsorship.

Requirements:

High school senior in upper 25% of class, approved by sponsor, principal, and parent for participation in the exploratory teacher program.

The Exploratory Teacher, following the orientation program conducted by the sponsor teacher, should first observe the work of the cooperating teacher and should not begin participation activities until the cooperating teacher thinks that he is ready to do so. Since readiness for teaching, like any other kind of readiness for learning, differs with the individual, there can be no set time for the beginning of participation. It may vary, with individuals, from a few days to a period of weeks. When in the judgment of the Team Leader, the student is ready for participation, he should be allowed to start. Generally, participation should start with individual help for some child. Such participation should be closely supervised so that the Exploratory Teacher will not assume, for example that helping a pupil to read is simply sitting and hearing him read. As the Exploratory Teacher gains skill and confidence, he should participate more and more until he is finally ready to take over responsibility for small groups. Eventually, in some cases, he may work with the whole group.

Duties:

Work under the supervision of the professional staff to assist pupils individually or in small groups and may be responsible for the following types of involvement:

1. Learn the names, interests and abilities of the pupils as soon as possible.
2. Tell or read a story related to some special area of interest. Recite or read an appropriate poem. Bring or draw a picture to illustrate the poem or story.
3. Help a child prepare a story to read to the class.
4. Make supplementary reading material by taking stories from magazines, newspapers, or books and compile a booklet.
5. Help children with creative dramatics associated with their reading, social studies or any other subject which would lend itself to this kind of interpretation.
6. Assist with the reading laboratory work.
7. Assist children with spelling words when they are writing stories or plays.
8. Lead a discussion of current events.
9. Help children make maps which would be useful in their work.
10. Assist children to make papier mache' objects related to topic studies such as a mountain, volcano, hills, valleys, oceans, rivers.
11. Assist children with science experiments, labeling science exhibits and arranging the science corner.

12. Assist children in taking care of the aquarium and plants.

13. Help students with various arithmetic concepts by using everyday practical props.

14. Help individual children in their craft work.

15. Assist or guide small groups in the use of instructional materials.

16. Prepare materials for a child or small group.

17. Help individual children or small groups with difficulties as assigned.

18. Work with absentees in completing work missed.

19. Under teacher's guidance learn to score papers, maps and notebooks.

20. Plan and arrange bulletin boards and/or sand tables.

21. Play the piano for music, rhythm and program periods, if possible.

22. Help children make illustrations and other visual aids for giving reports or panel presentations.

23. Collect material for rainy day activities and direct activities.

24. Type stencils, operate duplicating machine, movie projector, filmstrip projector and other equipment.

25. Help individuals find research materials for reports.

26. Assist young children with their wraps.

27. Assist staff with playground supervision.

28. Help weigh and measure children and make graphs to show their heights and weights.

29. Assist the teacher in the collection of pupil fees, book rentals, and other monies.

30. Write letters requesting free and inexpensive materials.

31. Play games with children and teach them new games.

32. Take students to the library and assist them with research.

33. Explain how to use a vocational file in the classroom.

34. Assist students with assembly of an Occupational Notebook.

35. Secure supplemental pamphlets and other materials in relation to the multiple-text approach.

36. Help students prepare book review charts.

37. Assist students with program booklets, i.e., dramatic club, auditorium programs, intramural programs.

38. Prepare acetates (for overhead projector) to correlate with study units.

39. Type ditto or duplicate material needed for classwork.

40. Work with individual student groups preparing for panel discussions.

41. Tape student voices in connection with a particular unit of study.

42. Work with student committees in relation to extra curricular activities.

43. Assist with dramatic production, i.e., listening to students rehearse or staging.

44. Assist students with proper care of equipment in labs.

45. Help student committees set up displays.

46. Under appropriate supervision, prepare and administer a short daily quiz.

47. Assist with recording in student book review files.

48. Assist with detailed plans for a field trip.

49. Assist with distribution and collection of materials.

50. Help to inventory classroom books and equipment.

51. Attend assembly or auditorium programs.

52. Attend interest area workshops with teacher and/or sponsor.

53. Gather and discuss with the sponsor and teacher, articles from the professional periodicals.

VOLUNTEER COMMUNITY AIDES OR RESOURCE PERSONS

Requirements:

Desire to work with children and possess a degree of competency.
Cooperative in working with team members.

In addition to the items listed under Full Staff the volunteer will:

1. Work under the supervision of the Team Leader or Classroom Teacher to assist pupils individually or in small groups.
2. Perform assigned clerical tasks.
3. Perform extra supervisory tasks.
4. Serve as a resource person in areas of expertise.

PROJECT-----READS
Visitor Pass Out
Perry-Worth School
Lebanon, Indiana

Project READS, funded by an ESEA TITLE III grant, is in its second year of operation. The chief objective of the project is to help each child in the fourth, fifth and the sixth grades reach his reading potential by the use of differentiated staffing.

SETTING

The curriculum in grades 4, 5, and 6 at Perry-Worth is departmentalized: one teacher teaches science, two teach math, one teaches social studies, two teach language arts and three teach reading. The teachers are stationary while the children move from area to area according to grade level.

PERSONNEL

As stated previously, the main objective of Project READS is to help each child in the fourth, fifth and sixth grades reach his reading potential by differentiated staffing. Differentiated staffing is the use of personnel with various educational backgrounds and duties in the classroom. It is hoped that with the use of "extra-adult" help children will have more meaningful experiences in small group work.

Included in the reading staff are three certified teachers, one paraprofessional, two teacher's aides, and one halftime paraprofessional. A teacher's aide is a person working in the classroom with a high school diploma. She is largely utilized in clerical and administrative tasks. A paraprofessional is a person with at least two years of college. Her duties are with the actual work of the students. She helps the teacher to carry out reading instructions.

Each teacher's aide works with a specific reading teacher.

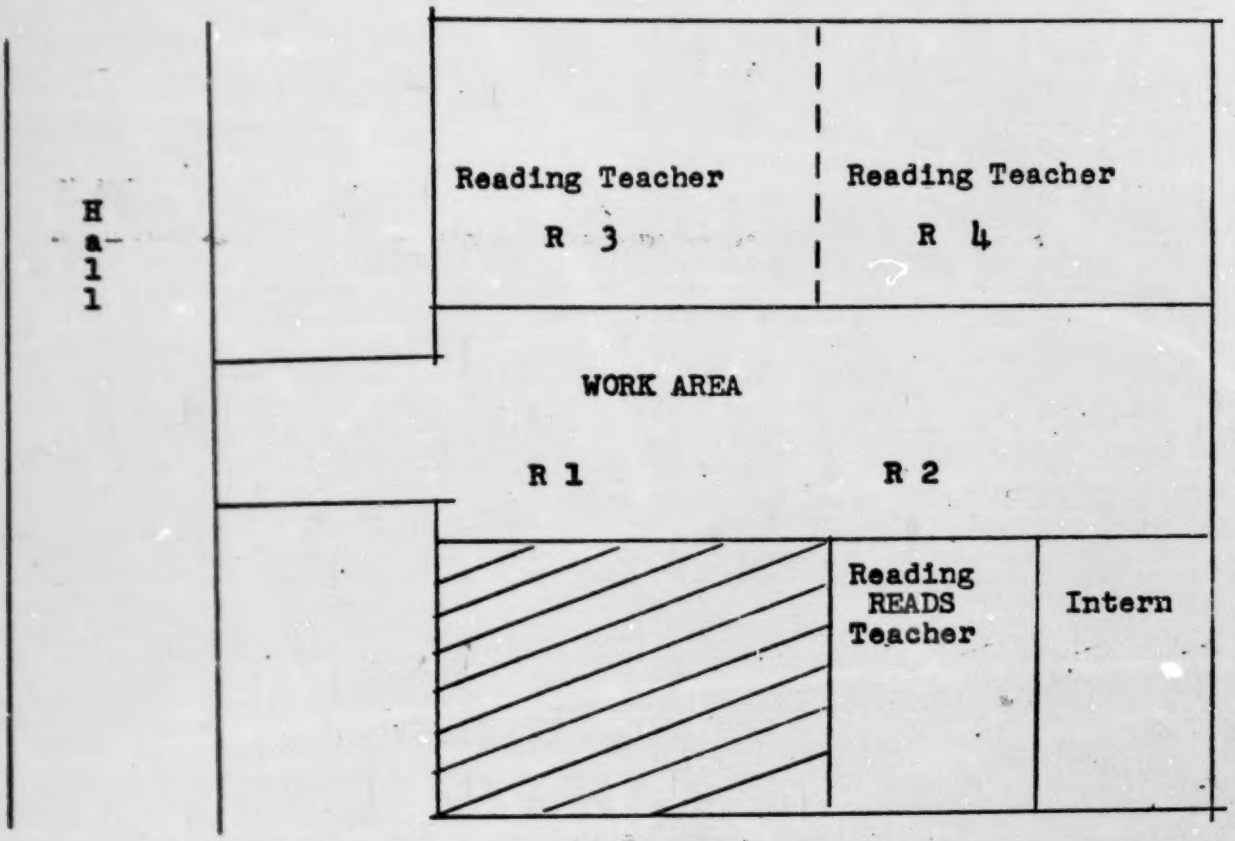
DIAGNOSIS

The program begins in September each year with two separate series of testing procedures: a screening program and a diagnostic program.

The objective of the screening program is to identify disabled readers. First, a reading expectancy is calculated for each child. The reading expectancy is figured by using the age and intelligence quotient of the child and is the level at which the child can be expected to be able to read. Then the children are given the Gates-McGinitie Reading Achievement Test. This test estimates the actual reading level of the child in the areas of vocabulary and comprehension. Finally, the reading expectancy of each child is compared to his reading achievement scores. If his achievement scores are one year or more below his reading expectancy, the child is identified as a disabled reader and he is given extra instruction in an attempt to correct his difficulties.

The objective of the diagnostic program is to identify the actual reading problems of the disabled readers. Test included in this program are the Boord, Balow, Dayt Reading Survey, the McKee of Phonic Skills, the Mills Learning Test, and the Illinois Test of Perceptional Abilities. Of course, not all the tests are given to every child, but the tests are given to the children on the discretion of the Project READS teacher.

ORGANIZATION



The Reading Program is located in the Red School. It encompasses three classrooms and the work area. Disabled readers in Room R 2 while all other children have reading in rooms R3 and R4. The work area is used by all three reading teachers as they see fit.

PROGRAMS

The children who have reading in rooms R3 and R4 are those who are reading at their reading expectancy or above. It is felt that a "normal" reading program will benefit these children. Still, programs are designed by their reading teachers to best fit their needs. For example, more advance children participate in an individualized reading program, while other children read from basal readers. Many other materials are used to supplement these basic reading programs.

1. Nila Banton Smith's "Be a Better Reader".
2. Educational Progress Laboratory (tapes, workbooks for specific skills)
3. Robert Merrill's Main Stream book series.
4. SRA Laboratories

5. Harr Wagner's Deep Sea Adventure series.
6. Sullivan Reading Program
7. Tachomatic 500 plus film stories
8. Bowman Reading Incentive program--Horses and Minibikes
9. The Checkered Play Reading series
10. Hoffman Reader program

The children who have reading in room R2 are disabled readers. These children have a split reading period. They spend one half hour each day with the Project READS teacher and one hour each day with an intern. The Project READS teacher is responsible for giving the children special skills instruction while the intern is to provide the children with a basic reading program as described above.

Materials that are used by Project READS teacher are:

1. Phonics are Fun games
   (Lyons and Carnahan)
2. F-Natic 150 t films
   (Readco Inc.)
3. William Liddle's Reading for Concepts
4. Barnell-Loft Specific Skill Series
5. Robert Merrill's Reading Skill Text workbooks
6. Tapes Unlimited Phonics Tapes